**Art 224: New Media Art**

Professor Elizabeth Demaray

E-mail: [demaray@camden.rutgers.edu](mailto:demaray@camden.rutgers.edu)

Office: FAB 254

This class is dedicated to advancing the conceptual and artistic use of digital media in all areas of studio art. Focused on the nexus of theory and studio-based work in the expanding fields of digital technology, virtual reality, gaming and interactive environments, this course utilizes much of the technology currently available in our day-to-day lives and recognizes that many college students are already new media practitioners.

The point of much art is to say things that can’t be simply stated. In this class, you will develop your own work from concept to articulated project. You will also become familiar with the creative output of new media artists both past and present. The strategies we will employ will include brainstorming, generative practices, recontextualization, and crowd sourcing. Every project will be formally presented with a subject-versus-content statement. While these techniques may not come naturally and I plan to stretch you, I know that each of you is capable of excelling in this course.

**Structure**

This class consists of seminar- and studio-based online work. It is not possible to complete the assignments, with a good understanding of the concepts involved, without working outside of class time. I encourage you to go beyond the boundaries of the initial assignments to explore your interests and voice as an artist.

You will produce three creative projects that correspond to three subject areas below. Most of these will be broad in scope to allow for maximum personal freedom. Upon the completion of each project, a critique will be held. Everyone is expected to have finished all work by the time of the critique, and to actively participate in the online discussions. You will also give one online artist report, which is a presentations on a specific artist’s canon. These reports will expose you to works that relate to the assignment at hand and will help trace the historical influences that may have led up to a particular project.

By the end of this class, students will be able to:

• Demonstrate an understanding of current and historical techniques in new media as they relate to generative practices, technology, platform and concept.

•Define, evaluate, and use critical vocabulary that facilitates the analysis of artistic form and content in the areas of new media.

• Construct creative and cogent interpretations of the works you produce in this class and the works produced by others.

• Utilize hardware, software and various technologies to author works in new media.

• Exercise creative expression through strategies in new media to author   
works of art.

**Readings**

All readings are in the resource folder on our class Saki site.

**Evaluation and Grading**

Work is evaluated based on the following criteria:

* Fulfillment of the assignment’s objectives
* Technical execution, time and effort
* Aesthetic and conceptual quality

Grades will be based on: participation in class, preparation, discussions, exercises and critiques.

Participation: 15%; Projects: 40%, Quzes: 13%, Final 10%, Midterm 10%, Artist Report 12%.

**Attendance Policy**

At the beginning of each week, we will have announcements, demos and lecture presentations, so log in on time. I expect you to read/watch and listen to all the materials presented and actively participate in class.

# **Materials**

Bytes and bits, projection, installation materials if appropriate.

#### What You Will Need

Students are required to have a laptop (Apple or PC) with Internet capabilities, rudimentary video editing capabilities and a video camera or cell phone that can capture digital video.

#### Rules

No speaking in dead languages.

No baring gums.

All references to the Battle of Britain, the Franco-Prussian War and the Boxer Rebellion must be non-political in nature.

### **Topic Outline and Schedule New Media Art**

Section One: Overview of Digital Media

Unit 1/Introduction to the New Media Art Online

*Learning objectives: You will define, evaluate, and use critical vocabulary that facilitates the analysis of artistic form and content in a Subject Versus Content statement on a work of New Media art. You will utilize wordpress.com, a blogging tool, to post your Subject Versus Content statement.*

Lecture: Introduction to new media art

Class structure

Syllabus

Introduction to <https://wordpress.com>

Subject vs. Content Statements

Introduction to Critique

Read: *A Short Guide to Writing About Art*, by Sylvan Barnet, from p. 46 “Seeing and Saying” up to the section “Drawing and Painting”   
on p. 58

*New Media from Borges to HTML* by Lev Manovich up to the

section titled: Software Design and Modern Art on p.15

Web Site: <http://elizbethdemaray.org> (log on to this web site and “follow” it when you have your WordPress blog established).

Quiz: *Class Introduction, Subject vs. Content, Defining New Media Art*

Assignment: By Thursday at 11:00AM, Your WordPress blog w/ subject vs. content on IndaPlant/floraborg posted. Please also submit the URL for your blog in Assignment #2 on our Sakai Site.

By Sunday at 11:00AM, please post one thoughtful response to a class blog Subject versus Content statement in our Sakai Discussion Tread.

Unit 2/Introduction to New Media Art

*Learning objectives: You will demonstrate an understanding of current and historical techniques and artists in new media through our reading and your selection of a new media artist for your Artist Report. You will define, evaluate, and use critical vocabulary that facilitates the analysis of artistic form and content in a Subject Versus Content statement that you will write about one work by your chosen artist. You will utilize searches on* [*https://www.google.com*](https://www.google.com) *to find images and source material.*

Lecture: The Field of New Media

Artist Reports For New Media Art

Reading: Read the following sections from the wiki version of [*New Media Art*](https://wiki.brown.edu/confluence/display/MarkTribe/New+Media+Art) by Mark Tribe and Reena Jana. [Defining New Media art](https://wiki.brown.edu/confluence/display/MarkTribe/New+Media+Art#NewMediaArt-DefiningNewMediaart), [Art historical antecedents](https://wiki.brown.edu/confluence/display/MarkTribe/New+Media+Art#NewMediaArt-Arthistoricalantecedents), and New Media art as a movement <https://wiki.brown.edu/confluence/display/MarkTribe/New+Media+Art#NewMediaArt-DefiningNewMediaart>

Quiz: *Defining New Media Art,* *New Media Art Movement And Its Antecedents, New Media Art as a Movement,* plus how to make an artist report.

Web Site: <https://www.google.com> example of copying small and large image files from google.com.

Assignment: Look up these artists: Cory Archangel/Natalie Bookchin/Jonah Brucker-Cohen and Katherine Moriwaki/Heath Bunting and Kayle Brandon/Shu Lea Cheang/Vic Cosic/Electronic Disturbance Theater/Etoy/Mary Flanagan/Ken Goldberg/Natalie Jeremijenko/Jodi/Paul Rene Johnson/Paul Kaiser and Shelley Eshkar/John Kilma/Knowbotic Research with Peter Sandbicher/Olia Lialina/Rafael Lozano-Hemmer/Jennifer and Kevin McCoy/Mouchette/MTAA/Mark Napier/Mendi and Keith Obadike/Raqs Media Collective/Radical Software Group/®TMark/*Velvet-Strike/*Alexei Shulgin/John F.Simon,Jr./Cornelia Sollfrank/Wolfgang Staehle/EddoStern/Torolab/Young-Hae Chang Heavy Industries/The Yes Men (Bhopal Disaster), [Bill Viola](http://en.wikipedia.org/wiki/Bill_Viola), [Paul Pfeiffer](http://en.wikipedia.org/wiki/Paul_Pfeiffer_(artist))

By Thursday at 11:00AM, indicate your choice in Assignment #2 on the class Sakai site. The Artist Report choice is on a first come, first served basis (which means that you must be first if you want the artist of your choice--so log on right away and see who has already been picked). When you indicate your choice of artists you must tell us, using specifics, why you choose this artist.

By Sunday at 11:00AM, please fill in your Artist Report sheet with 5 jpegs, one artist or art historical statement and a Subject Versus Content statement on one of the works. Post this Word doc as an attachment in Assignment #1, ALSO post the 5 images, art statement and your Sub Vs. Cont. statement to your WordPress Blog.

Unit 3/The History of Digital Media

*Learning objectives: Demonstrate an understanding of current and historical techniques and artists in new media through our readings and responses to our classmates’ online Artist Report video posts. Utilize* [*http://www.screencast-o-matic.com*](http://www.screencast-o-matic.com) *and* [*https://vimeo.com*](https://vimeo.com) *to record and then post your Artist Report. Utilize Netiquette in order to author and communicate on the web.*

Lecture: History of Digital Media

How to Post an Artist Report: overview of <https://vimeo.com>

and <http://www.screencast-o-matic.com>

The Core Rules of Netiquette

Read: Read the following sections from the wiki version of [*New Media Art*](https://wiki.brown.edu/confluence/display/MarkTribe/New+Media+Art) by Mark Tribe and Reena Jana: Beginnings, Themes/tendencies and From appropriation to open source

<https://wiki.brown.edu/confluence/display/MarkTribe/New+Media+Art#NewMediaArt-DefiningNewMediaart>

Web Sites: Netiquette <http://www.albion.com/netiquette/corerules.html>  
<https://vimeo.com>

<http://www.screencast-o-matic.com>

Quiz: *The History of Digital Media and Art in the Age of Mechanical Reproduction,* Netiquette

Assignment: By Thursday at 11:00AM, Post a Screencast-o-Matic of yourself reading your artist report. To do this download the free version of Screencast-o-Matic, place your Sub. Vs. Cont. image/video behind you and read your report into the camera on your computer (you may also use a standard video camera). Post your video file on your new, free vimeo site. Then post the URL to your blog site and to Assignment #2 on our Sakai site.

By Sunday at 11:00AM, please post one thoughtful response to a classmate’s Artist Report clip on their blog and in our Sakai Discussion Tread.

Unit 4/Hacktavism

*Learning objectives: Demonstrate an understanding of the current and historical techniques and artists found in this unit’s reading, film selections through asking and answering critical response questions concerning Hacktavism.*

Lecture: Hacktavism: Knowledge is Power

Reading: Read the following sections from the wiki version of [*New Media Art*](https://wiki.brown.edu/confluence/display/MarkTribe/New+Media+Art) by Mark Tribe and Reena Jana: Corporate parody, Hackers and hacktivism, and Interventions

<https://wiki.brown.edu/confluence/display/MarkTribe/New+Media+Art#NewMediaArt-DefiningNewMediaart>

Video: Craig Baldwin’s Sonic Outlaws part 1 through 7

<https://www.youtube.com/watch?v=YszqbuDiiv0&list=PL792300A3079A2818>

Quiz: Hacktavism

Assignment: By Thursday at 11:00AM, respond to one of these questions on our Sakai site (1) Can you think of any recent examples of Hacktavism in the news? In your opinion was this a positive or a negative act? Please tell me why you hold this opinion. OR (2) Do you think the Weatherman in *Sonic Outlaws* should be allowed to use the conversation he “captured” in the film in a piece of artwork? In your opinion, is this a positive or a negative act?

By Sunday at 11:00AM, using Netiquette, please post one thoughtful response to a classmate’s example on our Sakai site.

Section Two: Media in the Fourth Dimension

Unit 5/Time Based Media

*Learning objectives: Demonstrate an understanding of the current and historical techniques found in this unit’s reading, and film selections through answering our quiz questions and a critical response question concerning project subject matter for your upcoming “Impossible Worlds Project.”*

Lecture : Introduction to Time Based Media

Animation/Stopmotion

Video: Eadweard J. Muybridge <https://www.youtube.com/watch?v=IEqccPhsqgA>

<https://www.youtube.com/watch?v=3oTPFjOobDM>

William Kentrage

<https://www.youtube.com/watch?v=OmvK7A84dlk>

<https://www.youtube.com/watch?v=DRLS4qhloUY>

Kenneth Tin-Kin Hung

<https://www.youtube.com/watch?v=9E7jAVaD1OI>

<https://www.youtube.com/watch?v=Rxj8-F4BmO8>

Jan Svankmajer

<http://vimeo.com/12073562>

Tony vs. Paul

<https://www.youtube.com/watch?v=AJzU3NjDikY>

Website: <http://stopmotionexplosion.com/blogs/blog/6394410-6-stop-motion-beginner-mistakes-and-how-to-avoid-them>

*We will look at this website together in Unit 7. However, if you have any questions about actually making a stop motion animation, check out this website.*

Reading: “Historical Precedents For Digital Images” through ”What is Digital  
Photography” p.59 to p.65 from *Digital Arts* by Kat Hope and John Ryan

Quiz: Stop Motion and “Historical Precedents For Digital Images” through ”What is Digital Photography” from *Digital Arts*

Assignment: By Thursday at 11:00AM, on our Sakai site, tell us three possibilities for stop motion animations that you might like to make for your **Impossible Worlds Project**. *(you do not actually have to make these stopmotions, please however describe three possible pieces that you might make in response to the assignment).*

By Sunday at 11:00AM, using Netiquette, please respond to one of your classmate’s postings by choosing your favorite project possibility. Please also give your classmate one thoughtful suggestion about how to improve this one stop motion idea. *When making your response, please choose a Three Possibilities Proposal Post that does not already have a response to it posted. That way every one in the class will at lease have one response suggestion. After you have posted your initial first response, please feel free to post any additional responses to proposals that have already been responded to.*

Unit 6/ Video Art

*Learning objectives: Demonstrate an understanding of the current and historical techniques found in this unit’s reading, and film selections through answering our quiz questions and a critical response question concerning project subject matter for your upcoming “Impossible Worlds Project.”*

Lecture: History of Video Art

Introduction to the Impossible Worlds Project

Video: Bill Viola

<https://www.youtube.com/watch?v=UJQmV8aPNao>

Paul Pfeiffer

<http://vimeo.com/98564605>

[Miranda July](http://en.wikipedia.org/wiki/Miranda_July)

<http://vimeo.com/1976212>

The Pharcyde - Drop

<https://www.youtube.com/watch?v=co3qMdkucM0>

Website: <http://www.videouniversity.com/articles/video-art-an-introduction/>

Reading: “Digital Imagery in All Its Dimensions” p.65 to p.68 from *Digital Arts* by Kat Hope and John Ryan

Quiz: History of Video Art and Film, Digital Imagery in All Its Dimensions

Assignment : By Thursday at 11:00AM, on our Sakai site, describe three possible video shorts that you might like to make for your **Impossible Worlds Project**. *(you do not actually have to make these videos, please however describe three possible pieces that you might make in response to the assignment).*

By Sunday at 11:00AM, using Netiquette, please post one thoughtful possibility about how to improve on one of your classmate’s video proposals. *When making your response, please choose a Three Possibilities Proposal Post that does not already have a response to it posted. That way every one in the class will at lease have one response suggestion. After you have posted your initial first response, please feel free to post any additional responses to proposals that have already been responded to.*

Optional activity: for inspiration you might want to look at the video work of: [Bill Viola](http://en.wikipedia.org/wiki/Bill_Viola), [Matthew Barney](http://en.wikipedia.org/wiki/Matthew_Barney), [Gary Hill](http://en.wikipedia.org/wiki/Gary_Hill), [Mary Lucier](http://en.wikipedia.org/wiki/Mary_Lucier), [Paul Pfeiffer](http://en.wikipedia.org/wiki/Paul_Pfeiffer_(artist)), Gillian Wearing, [Sadie Benning](http://en.wikipedia.org/wiki/Sadie_Benning), [Paul Chan](http://en.wikipedia.org/wiki/Paul_Chan), [Eve Sussman](http://en.wikipedia.org/wiki/Eve_Sussman) and [Miranda July](http://en.wikipedia.org/wiki/Miranda_July), [Eija-Liisa Ahtila](http://en.wikipedia.org/wiki/Eija-Liisa_Ahtila), [Pipilotti Rist](http://en.wikipedia.org/wiki/Pipilotti_Rist), Surekha, [Stefano Pasquini](http://en.wikipedia.org/wiki/Stefano_Pasquini), [Shaun Wilson](http://en.wikipedia.org/wiki/Shaun_Wilson), [Stan Douglas](http://en.wikipedia.org/wiki/Stan_Douglas), [Douglas Gordon](http://en.wikipedia.org/wiki/Douglas_Gordon)

Unit 7/ Art in The Fourth Dimension

*Demonstrate an understanding of the current and historical techniques found in this unit’s reading, and web links through answering our quiz questions and creating your “Impossible Worlds Project.” Use any video camera at your disposal to create your project using in camera edits. Then post your project to* [*https://vimeo.com*](https://vimeo.com) *and utilize* [*http://www.screencast-o-matic.com*](http://www.screencast-o-matic.com) *to record a Subject Versus Content Statement about your project. Post both links to your Blog site and to our class Sakai site. Then utilize Netiquette to respond in critique fashion to a classmate’s Impossible Worlds Project.”*

Lecture: Film, Video and Animation in New Media

Impossible Worlds Project Guidelines

Reading: “The Moving Image: Video Art, Animation and Cinema” p.68 to p.76 from *Digital Arts* by Kat Hope and John Ryan

Website: <http://stopmotionexplosion.com/blogs/blog/6394410-6-stop-motion-beginner-mistakes-and-how-to-avoid-them>

<http://www.videouniversity.com/articles/video-art-an-introduction/>

Assignment : By Thursday at 11:00AM, make one of your project proposals. Please post it to your blog site and post it to our class Sakai site. The piece must be at least 30 seconds but less than 2 minutes. If utilizing stop motion it must be at least 8 frames per second. This animation or video must show a space or action that would be impossible in the physical world as we know it. You must use in camera edits.

**Subject Versus Content:** In addition to the piece you also must make video of yourself reading a Subject Versus Content statement about the work. If you use Screen Cast-O-Matic, please leave the piece on pause until you have finished reading the statement.

By Sunday at 11:00AM, using Netiquette, please post one thoughtful critique response to a classmate’s Impossible World Project. *When making your response please choose a project that does not already have a response to it posted. That way every one in the class will at lease have one response. After you have posted this initial first response, feel free to post additional responses to proposals that have already been responded to.*

Unit Three: Re-Load/Re-Mix/Mash-Up

Class 8/ Recontextualization

*Demonstrate an understanding of the current and historical techniques involved in borrowing and altering copyrighted material presented in this unit’s lecture, reading, web links by answering this units quiz questions. You will also utilize the material presented in this unit by selecting your favorite mashup or meme and sharing it with the class and through posting/responding to our class’ examples of mashups and memes.*

Lecture: Recontextualizationand Mashups

Video: Darth Vader Feels Blue <https://www.youtube.com/watch?v=nq3NExGH_yY>  
The Shining Recut: <https://www.youtube.com/watch?v=KmkVWuP_sO0>  
Hitler Wants to Go to Rutgers Camden: <https://www.youtube.com/watch?v=V652q6mEWFc>  
Dramatic Chipmunk:  
<https://www.youtube.com/watch?v=a1Y73sPHKxw>

Reading: ***Recut, Reframe, Recycle:*** *Quoting Copyrighted Material in User Generated Video*, Center for Social Media at American University. Please read from *Executive Summary* to down to where the section *Types of Purposes* begins on page. 6.

Web Sites : <http://search.creativecommons.org>.

<https://soundcloud.com/search?q=scary%20music>

Quiz: ***Recut, Reframe, Recycle:*** *Quoting Copyrighted Material in User Generated Video* and mashps lecture

Assignment: By Thursday at 11:00AM, Post a link to your favorite example of a constructed example of recontextualization—this could be a mashup or meme.

By Sunday at 11:00AM, using Netiquette, please post one thoughtful response to a classmate’s mashup/meme posting

AND TAKE THE MIDTERM which consists only of questions taken from our quiz questions. So please study past quiz questions!!

Optional Reading: The Empire of Signs by Mark Dery <http://markdery.com/?page_id=154>

Class 9/ Mashup Dry Run Through

*Demonstrate an understanding of the current and historical techniques involved in borrowing and altering copyrighted material presented in this unit’s lecture, reading, web links by borrowing and altering audio and video from the web and answering this units quiz questions. You will also utilize the power of a creative community by creating a mashup dry run through and then having your classmates give critique suggestions on how to refine your project.*

Lecture: Introduction to Your Re-Mix/Re-Load/Mash-Up Project

File formats: mp3, mp4. converter issues, software issues, fair use issues, art issues

Reading: ***Recut, Reframe, Recycle:*** *Quoting Copyrighted Material in User Generated Video*, Center for Social Media at American University. Please read *Types of Purposes:* **Satire and Parody, Negative or Critical Commentary, Positive Commentary, Quoting to Trigger Discussion, Illustration or Example, Incidental Use, Personal Reportage or Diaries** to down to where the section **Archiving of Vulnerable or Revealing Materials** begins on page 13.

Web Sites : <http://www.youtube-mp3.org>

<http://search.creativecommons.org>

<https://soundcloud.com/search?q=scary%20music>

<http://www.screencast-o-matic.com>

Quiz: ***Recut, Reframe, Recycle:*** *Quoting Copyrighted Material in User Generated Video* and mashps dry run through lecture

Assignment : By Thursday at 11:00AM, make and post your mashup dry run through vimeo link to our class Sakai site. The piece must be at least 20 seconds but less than 3 minutes. It must juxtapose unrelated video and audio or subtitles utilizing recontextualization.

By Sunday at 11:00AM, using Netiquette, please post thoughtful suggestion on how to make the mashup a stronger artwork to a classmate’s mashup dry run through. *When making your response please choose a project that does not already have a response to it posted. That way every one in the class will at lease have one response. After you have posted this initial first critique suggestion, feel free to post additional responses to proposals that have already been responded to.*

Class 10/ Mashup Presentation and Fair Use  
*Demonstrate an understanding of the current and historical techniques involved in borrowing and altering copyrighted material presented in this unit’s lecture and reading by finalizing and formally presenting your Mashup Project. Considerations of dry run through critique and fair use will be addresses in the subject versus content statement that you will produce for your project using Screen Cast-O-Matic.*

Lecture: Completing Re-Mix/Re-Load/Mash-Up Project. Your subject versus content statement, critique changes and fair use considerations/

Reading: ***Recut, Reframe, Recycle:*** *Quoting Copyrighted Material in User Generated Video*, Center for Social Media at American University. Please read from **Archiving of Vulnerable or Revealing Materials** to the end of the reading.

Quiz: ***Recut, Reframe, Recycle:*** *Quoting Copyrighted Material in User Generated Video*, and the Re-Mix/Re-Load/Mash-Up Project

Assignment: By Thursday at 11:00AM, make and post your Re-Mix/Re-Load/Mash-Up Project. The piece must be at least 20 seconds but less than 3 minutes. It must juxtapose unrelated video and audio or subtitles utilizing recontextualization. It must respond (in some way) to your dry run through critique comments. It must be accompanied (either at the beginning or the end) by a Screen Cast-O-Matic Subject Versus Content statement that, in the subject paragraph, acknowledges a dry run through critique comment, and identifies the type of fair use that your material would be covered by if your materials came from non Creative Commons sources (please note, you are not required to use only Creative Commons material—and please do NOT identify your sources in your subject versus content statements).

By Sunday at 11:00AM, using Netiquette, please post a thoughtful critique comment to the final presentation of the project you critiqued last unit. After you have replied to your classmate’s project from last week please go watch all the other projects and post comments to the ones that you find interesting.

Unit Four: Generative Processes

Class 11/ Introduction to Generative Processes

*Demonstrate an understanding of the current and historical techniques found in this unit’s reading, and web links through answering our quiz questions and brainstorming/posting three possible Generative Projects that utilize mew media. You will respond to three separate postings from member of your class. In each posting, choose your favorite project possibility and give a suggestion on how it could be refined or expanded.*

Lecture: Generative Processes/Brainstorming/Project Possibilities

Reading: Digital Art, by Christine Paul “Internet Art and Nomadic Artworks” p.111 to “one of the most significant aspects of the Internet…” p.120

Websites: Jason Salavon (image harvesting) <http://en.wikipedia.org/wiki/Jason_Salavon#mediaviewer/File:Salavon_-_100_Special_Momemts,_Newlyweds.jpg>

<https://www.craigslist.org/about/sites>, <http://www.facebook.com>

<https://www.youtube.com/watch?v=qOE-fDrNn48>

Quiz: Generative Processes, The Possibilities of a Web: Internet Art

Assignment : By Thursday at 11:00AM, on our Sakai site, describe three possible projects that you might like to make for your **Generative Project**. *(you do not actually have to make these projects, please however describe three possible pieces that you might make in response to the assignment).*

By Sunday at 11:00AM, using Netiquette, please post thee thoughtful possibilities about how to improve on one of your classmate’s suggested proposals. So, you must post a suggestion to three different classmates, on one of their brainstormed ideas. *When making your response, please choose at least one Proposal Post that does not already have a response to it posted. That way every one in the class will have at least one response suggestion. After you have posted your three responses, please feel free to post any additional responses to proposals that have already been responded to.*

Class 12/ Generative Dry Run Through/Nomadic Artworks

*Demonstrate an understanding of the current and historical techniques found in this unit’s reading, and lecture through answering our quiz questions and posting a Generative Projects dry run through. You will respond to the rough draft of the first student you posted a critique suggestion to from last unit. This is a dry run through, so your instructor must approve this project draft before you are able to finalize your project in unit 13.*

Lecture: Nomadic Artworks/Generative Processes Dry Run Through

Reading: Digital Art, by Christine Paul “Internet Art and Nomadic Artworks” from “one of the most significant aspects of the Internet…” p.120

to Virtual Reality and Augmented Reality p.125

Quiz: Nomadic Artworks and Software Art, Generative Processes

Assignment : By Thursday at 11:00AM, please post your **Generative Project** dry run through to vimeo or Word Press and post the link to our Sakai site.

By Sunday at 11:00AM, using Netiquette, please post a thoughtful response to the first classmate’s proposal that you responded to last unit. Your instructor must ok this project draft in order for you to use this work as your final project in our next unit.

Unit 13/ Final Project Generative Processes/Virtual Reality and Augmented Reality

*Demonstrate an understanding of the current and historical techniques found in this unit’s reading, and lecture through answering our quiz questions, posting your Generative Processes Final Project and writing a Subject Versus Content statement about your own work. You will then respond to the final project of the first student you posted a critique suggestion to from last unit.*

Lecture: *Virtual Reality and Augmented Reality* /Generative Processes Final Project

Reading: Digital Art, by Christine Paul “Internet Art and Nomadic Artworks” from *Virtual Reality and Augmented Reality*, p.125 up to *Sound and Music*

Quiz: *Virtual Reality and Augmented Reality* /Generative Processes Final Project

Assignment: Post Generative Processes Final Project with Scan Cast-O-Matic subject versus content statement (so this is a link from your Vimeo site) that acknowledges critique input from your classmate or instructor.

Assignment : By Thursday at 11:00AM, make your **Generative Processes Final Project** with Scan Cast-O-Matic subject versus content statement (so this is a link from your Vimeo site) that acknowledges critique input from your classmate or instructor. Please post this link to our class discussion site and to your Word Press blog.

By Sunday at 11:00AM, using Netiquette, please post a thoughtful response to the **Generative Processes Final Project** proposal that you first responded to during the Generative Processes brain storm.

Unit 14/ Word Press Summation/Key Concept Review

*Demonstrate an understanding of the current and historical techniques found in this unit’s reading, and lecture through answering our quiz questions and by writing a self-assessment on your finalized Word Press Blog site along with a peer assessment of a classmate’s Word Press Blog on our Sakai site.*

Lecture: Subject, Content, Recontextualization, Generative Process, Time

Based Media, Netiquette, Fair Use Doctrine, Successful Art, Your Blog Site Summation/ Self Assessment/Peer Assessment

Reading: *A Short Guide to Writing About Art*, by Sylvan Barnet, from p. 46 “Seeing and Saying” up to the section “Drawing and Painting”   
on p. 58

***Recut, Reframe, Recycle:*** *Quoting Copyrighted Material in User Generated Video*, Center for Social Media at American University.

Web Site: Netiquette <http://www.albion.com/netiquette/corerules.html>  
<https://vimeo.com>

Quiz: Key Concepts, Real World New Media/Your Blog Site Summation

Assignment: By Thursday at 11:00AM, post a link to your final Word Press blog. The last entry must be a **Self Assessment**. Please tell us in one paragraph what class related work or tool worked least well for you in the class and why. Please tell us in one more additional paragraph what class related work or tool worked best for you in the class and why.

By Sunday at 11:00AM, using Netiquette, please post a thoughtful response to one of your classmate’s **Self Assessment**. Please look at all their blog entries and tell us on our Sakai site, in one paragraph, what class related work or tool worked least well for you on their blog site and why. Please tell us in one additional paragraph what class related work or tool worked best for you on their blog site and why.

Unit 15/ Final Review

*Demonstrate an understanding of the current and historical techniques found in this class through answering our final questions. Utilize* [*http://padlet.com*](http://padlet.com) *to make and modify a class photo.*

Lecture: Final Review

Web Site: <http://padlet.com>

Assignment: use your web cam or any other camera at your disposal to post a photo to our class group photo on padlet.com. Using Netiquette, please post a thoughtful communication to the class as a group.

By Sunday at 11:00AM, take the final.